

Appendix E

Appendix E SCHOOL COVER SHEET - Turnaround Model

School Name: Riverview Middle School Address: 241 Majuba, Memphis, TN 38109	District Point of Contact (POC) Name & Position: Theresa Utley, Federal Grants Coordinator Phone#: (901) 416-4239 Email Address: utleytb@mcsk12.net
School Number: NCES ID 47029401144	Title I Status: <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School
Year the school entered Priority status: 2012-13	
Principal's Name SY 2013-14: (Indicate <i>TBD</i> if unknown at this time.) TBD Phone # (901) 416-7340 Email Address: TBD	Waiver Request(s): <input type="checkbox"/> Requested for this School <input checked="" type="checkbox"/> Not Requested for this School
Amount the LEA is requesting from SY 2013-14 School Improvement Funds for the next three years for this school*: * Each year--not to exceed \$2 million	
Pre-Implementation Activities Year 1	\$ 0
Year 1: SY 2013-14 excluding pre-implementation	\$ 288,322
Year 2: SY 2014-15	\$ 342,491
Year 3: SY 2015-16	\$ 342,491
Three Year Total Budget	\$ 973,304

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School Level Descriptive Information

1. School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.

Using the needs assessment, each LEA is required to select an intervention for each school.

School Name: <u>Riverview Middle School</u>			Intervention Model: <u>Turnaround School</u>
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	2010-11	2011-12	Student enrollment, including grade level and sub-group enrollment, is based on the district's end-of-year non-duplicated records for Grades 6-8. Mobility data are maintained by MCS's Research, Evaluation, Assessment and Student Information (REASI). Attendance, suspension, and expulsion data are drawn from the state Report Cards.
Total student enrollment	<u>300</u>	<u>256</u>	
Grade level enrollment			Student enrollment dropped considerably over the two years of data collection, with the smallest class in 2011-12 being Grade 6. The percentage of students with disabilities rose from 19% to 21%. Attendance in 2011-12 fell below the state goal of 93%. Mobility in 2011-12 was slightly above the district rate of 13.4%.
<u>Grade 6</u>	<u>95</u>	<u>75</u>	
<u>Grade 7</u>	<u>96</u>	<u>92</u>	During the 2012-13 school year, we are serving approximately 215 students in sixth through eighth grade. Riverview Middle's ethnic breakdown continues to be 100% African American. Students with disabilities make up 20% of the population.
<u>Grade 8</u>	<u>109</u>	<u>89</u>	
Number of students in each subgroup			In the surrounding area there have been a significant number of families relocating due to the increase in crime rate, the demolition of homes and apartment buildings that once served as housing for our students. We have seen an increase in our homeless student population.
<u>African American</u>	<u>300</u>	<u>256</u>	
<u>Black, Hispanic or Native American</u>	<u>300</u>	<u>256</u>	According to the national data on the crime rate for the 38109 zip code, Riverview Middle School is located in an area that has Personal Crime and Property Crime rates that are three times the state's rates. Personal Crime includes rape, assault, robbery, and murder. Property Crime includes burglary, larceny, and motor vehicle theft.
<u>Economically Disadvantaged</u>	<u>299</u>	<u>253</u>	
<u>Non-Economically Disadvantaged</u>	<u>1</u>	<u>3</u>	
<u>Students with Disabilities</u>	<u>57</u>	<u>53</u>	
<u>Non-Students with Disabilities</u>	<u>243</u>	<u>203</u>	
<u>Non-Limited English Proficient</u>	<u>300</u>	<u>256</u>	
<u>Male</u>	<u>136</u>	<u>118</u>	
<u>Female</u>	<u>164</u>	<u>138</u>	
Mobility (%) - Entrants, Withdrawals	<u>13.1%</u>	<u>13.9%</u>	
Attendance %	<u>94.4%</u>	<u>92.8%</u>	
Suspensions (#)	<u>107</u>	<u>63</u>	
Expulsions (#)	<u>5</u>	<u>7</u>	
AP, IB, and Dual Enrollment (#)	<u>N/A</u>	<u>N/A</u>	
Graduation Rate	<u>N/A</u>	<u>N/A</u>	

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				There is a need for training on teaching children of poverty and working with parents and the community as partners.
2. Staff Profile Data		Provide a summary and conclusion of the analysis of each area.		
Principal Betty Parks Length of time in position 5.5 years		Mrs. Betty Booker-Parks has been the principal at Riverview Middle School for 5 years and 7 months. As principal, she has developed an outstanding rapport with teachers, students, and parents. During her tenure, the school has had 1 assistant principal and 3 instructional facilitators. There have been numerous changes within the school due to a decrease in student enrollment resulting in a loss of teaching positions across all areas.		
Teaching Staff Number of years experience in profession		At RMS there are 23 highly qualified teachers. Eight of the teachers are new to the school. Seven of the teachers have less than six years of teaching experience. Fourteen of these teachers teach core content subjects. Additionally, there are three Instructional Resource teachers and one CDC teacher. The school is also staffed with a fulltime librarian, part-time music teacher, and a fulltime Physical Education Teacher. The school has an Assistant Principal, Instructional Facilitator, and a Professional Counselor.		
1. 1 to 3	3 and 12.5%			
2. 4-10 years	11 and 45.8%			
3. 11-20 years	5 and 20.8%			
4. 21+ years	5 and 20.8			
Teaching Staff Number and % of experience in the school		Eight of the teachers are new to Riverview Middle School and four others have been teaching at Riverview Middle School for three or less years. Two teachers have been teaching at Riverview Middle for ten years and nine teachers have been teaching at Riverview Middle School for four to eight years. There is a need to enhance the climate and culture of the school, incorporating team building activities, due to the number of teachers that are new to the school and the number of inexperienced teachers to the profession.		
1. 1 to 3	12 and 50%			
2. 4-10 years	12 and 50%			
3. 11-20 years	0			
4. 21+ years	0			
Teacher attendance rate		2010-2011	2011-2012	Attendance rate reflects classroom teachers and other certificated staff such as guidance counselors, librarians, and facilitators. Teacher attendance rate for 2010-11 was 93%. It slightly decreased to 91% in 2011-12 due to the absences of three pregnant teachers who were frequently absent.
		93%	91%	
Teacher evaluation data by levels			2011-2012	The data to the left are frequencies of TVAAS scores for teachers in tested subjects. Based on our teacher evaluation data, we have 4 teachers that are performing below the level of effectiveness according to the TVAAS and 6 teachers that are performing at or above expectations. RMS recognizes there is a critical need to provide support for those teachers performing below proficiency. All teachers receive a professional growth plan that outlines effectiveness and the cultivating of student learning. Improvement is shown on some indicators. However, there is still a need for professional growth in the areas of classroom
			Level 1	
			Level 2	
			Level 3	
			Level 4	
			Level 5	

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			<p>management and the use of higher-order thinking skills. Post conferences revealed that teachers feel a need for more technology in the classroom, additional classroom libraries, more elective opportunities for students, and more effective and strategic professional development.</p> <p>Data are provided to the administrative team to enhance knowledge of performance and offer evidence for suggested transition and/or removal. Mathematics, Science, and Literacy regional coaches have been deployed to RMS in an effort to maximize effectiveness through job-embedded professional development and ongoing mentoring. There is a greater need for a consistent presence from the mathematics and science coaches. Higher scores on designated indicators cited from the initial evaluation to the final evaluation indicate improvement in areas where coaches have suggested and modeled high yield teaching strategies.</p>
3. Student Achievement Data	2010-2011	2011-2012	Provide a summary of existing status and current needs.
Reading/Language Arts			
“Every test taker” (ETT) category	<u>6.50%</u>	<u>9.80%</u>	The percent of proficiency of ETT increased during the 2011-2012 school year. However, percent of proficient or advanced students is well below the AMO. There is a need to provide additional strategies that target the students in the basic and below basic categories and increase the achievement levels for all of the students.
Subgroups: <u>African American</u> <u>Black, Hispanic or Native American</u> <u>Economically Disadvantaged</u> <u>Students with Disabilities</u> <u>Non-Students with Disabilities</u> <u>Non-Limited English Proficient</u>	<u>6.50%</u> <u>6.50%</u> <u>6.60%</u> <u>10.90%</u> <u>5.70%</u> <u>6.50%</u>	<u>9.80%</u> <u>9.80%</u> <u>9.80%</u> <u>10.00%</u> <u>9.70%</u> <u>9.80%</u>	The 2012 Report Card data revealed that 9.80% of the African American, Black, Hispanic or Native American (BHNA), and Economically Disadvantaged subgroups were proficient or advanced in reading. The Students With Disabilities subgroup had 10% of the students showing proficiency or advanced levels in reading. This is a decrease of .90% from the previous year. There is a need to provide an intense intervention program for all students to increase proficiency in reading. Our intense intervention will be with our newly developed Saturday Enrichment Academy which will include two days of rigorous instruction per month.

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<p>School performance on value-added student achievement</p> <p><u>Math</u></p> <p><u>Reading/Language</u></p> <p><u>Social Studies</u></p> <p><u>Science</u></p>	<p><u>0.2 (C)</u></p> <p><u>-5.5 (F)</u></p> <p><u>-2.4 (F)</u></p> <p><u>-3.8 (F)</u></p>	<p><u>2.7 (A)</u></p> <p><u>-3.5 (F)</u></p> <p><u>-0.5 (C)</u></p> <p><u>0.2 (C)</u></p>	<p>Analysis of the 2012 School-Level Evaluation Composite revealed overall school growth in both Literacy and Numeracy over 2011 results. Numeracy had the highest growth index in all three grade levels:</p> <ul style="list-style-type: none"> • Analysis of the 2012 TVAAS data indicated gains in grades 7th & 8th in Reading Language Arts and a slight decline in 6th. 6th grade had a significant decrease from 2011 in RLA which is an area for improvement. • Math TVAAS scores indicated significant increases in grade 7 and 8 and a slight decrease in 6. 7th and 8th grade had the largest gains in Math; however, 6th grade is still in the negative (Red) category and is a target cell for 2012-2013. • TVAAS Science scores for 2012 indicated gains in grades 6th, 7th, and 8th. • Social studies revealed significant gains in 7th and 8th grade and a decrease in 6th. <p>We have re-staffed our sixth grade team with seasoned and effective Math, RLA, and Science teachers; additional emphasis will be placed on co-teaching RLA strategies to teach across the curriculum. The continuous use of Reading Plus and Failure Free Reading will help us to maintain and increase our RLA gains. In accordance with district mandates, RMS is implementing EPGY Stanford Math; however the program needs to be implemented with fidelity. Algebra Readiness kits and training will supplement the MCS curriculum and intervention programs. Additional professional development with an emphasis on best first teaching and use of interactive and engaging resources has been planned for all content areas. Some classes in grades 6th - 8th have added CPS units and DocuCameras to enhance instruction through technology. Ideally, every class should be outfitted with mounted multimedia projectors, CPS units, DocuCameras, up-to date working computers with updated software, mobile laptops and wall mounted Smart Boards. Additional in-house weekly professional development in PLC's, monthly faculty meetings and monthly vertical team meetings have been planned and implemented to address needed areas per teacher level, grade level, and subject level. Teachers will observe their peers from other successful schools with similar demographics in order to</p>
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			identify effective best practices.
Mathematics			
“Every test taker” (ETT) category	<u>6.20%</u>	<u>12.80%</u>	According to the 2012 Report Card, there was a 4% increase in the “all student” subgroup (ETT). The scores are significantly below the mandated AMO. There is a significant need to provide an intense intervention program for the all student group, focusing on targeted sub-skills.
Subgroups: <u>African American</u> <u>Black, Hispanic or Native American</u> <u>Economically Disadvantaged</u> <u>Students with Disabilities</u> <u>Non-Students with Disabilities</u> <u>Non-Limited English Proficient</u>	<u>6.20%</u> <u>6.20%</u> <u>6.30%</u> <u>9.30%</u> <u>5.70%</u> <u>6.20%</u>	<u>12.80%</u> <u>12.80%</u> <u>12.90%</u> <u>17.50%</u> <u>11.90%</u> <u>12.80%</u>	Only subgroups reported on the 2012 state Report Card are shown. The data reveal that proficiency in all subgroups slightly increased. However, the Students With Disabilities subgroup had the greatest increase in the percentage of students scoring proficient or advanced (increase of 8%). There is a significant need to provide an intense intervention program for all student groups, focusing on targeted areas.
ACT scores (if applicable)	<u>N/A</u>	<u>N/A</u>	N/A
Graduation rate (if applicable)	<u>N/A</u>	<u>N/A</u>	N/A
4. School Culture and Climate	Provide a summary of existing status and current needs.		
TELL Survey Analysis School Safety Student Health Services Attendance Support Social and Community Support Parent Support	Results of the 2011 TELL Survey are not available because the response rate was only 46.15%. Twelve of 26 teachers responded. Although the TELL Survey Results are not available, other data sources indicate that meaningful, ongoing professional development is needed on team building, classroom culture, technology integration, and data analysis. Teachers at Riverview Middle School feel that building a positive school environment and collaboration are two of the most important components of an effective school. In addition to creating a positive school environment, technology integration brings many benefits for students. The interior of the school is in need of cosmetic improvement. A poster maker will enhance the internal environment, making it a more positive and inviting atmosphere for students and staff. Additionally, crime is an issue in the surrounding school community with recent break-ins at the school.		
5. Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	Provide a summary of existing status and current needs.		
Curriculum Intervention Programs	Riverview Middle School uses the MCS Instructional Maps which are aligned with the State Standards. Our goal is to provide a strong academic curriculum aligned with the state standards across all grade levels. We currently participate in weekly PLCs where we create a strong connection between the school’s curriculum and common core standards. Our turnaround plan will include continuous use of student data to inform, and differentiated instruction to better meet the		

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	<p>academic needs of individual students. All teachers will receive training on incorporating rigor and differentiation into instructional practices.</p> <p>Riverview Middle School uses MCS mandated interventions. EPGY Stanford Language Arts and Writing, Reading Plus, Failure Free Reading, and EPGY Stanford Math are web-based programs that provide individualized instruction for students. The district requires the students to average 80% correct on the first attempt. The EPGY Curriculum, a carefully designed monitoring system, has been customized by Stanford University for MCS to accelerate students through material they understand, and focus their time on individual learning gaps.</p> <p>The data derived from the various interventions assist in deriving weekly instruction. There is a need to continue to use data from the interventions to plan instruction and monitor student progress. There is also a need to hire part-time tutors to assist with small group instruction for students experiencing difficulty mastering skills.</p>
Enrichment Programs	<p>At Riverview Middle School, qualified 8th graders are given the opportunity to participate in Algebra I. In addition to the core subjects, we also offer Orff music.</p> <p>With the SIG Grant, we hope to offer a Saturday Enrichment Academy, which will focus on the specific areas of need for students while at the same time include their interests and talent through multiple academic opportunities. The Riverview Middle School Saturday Enrichment Academy will be a 20-session program that provides students with educational experiences that integrate Science, Technology, and Math, while incorporating Reading beyond the traditional classroom experience. This program will accelerate and combine instruction in Language Arts with enriched course work for Mathematics and Science. Enrichment opportunities and strategies will be interwoven into this program. During this time, Study Island will be one resource utilized so students can achieve by working on skills at a higher grade level. Other enrichment opportunities will be developed to meet students' needs and interests.</p>
Dual enrollment (if applicable)	N/A
Advanced Placement (if applicable)	N/A
6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	<p>Riverview Middle School uses differentiated instruction, whole group instruction, small group instruction, Bloom's Higher Order Thinking Skills, Inclusion (co-teaching), brain-based learning strategies, graphic organizers, weekly assessments and quarterly common assessments. Teachers are embedding numeracy and literacy in all subjects. They meet in PLCs bi-weekly to plan instruction. More professional development is needed to help teachers with identifying appropriate instructional strategies. There is also a need to implement project based learning strategies and increase</p>

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	instructional time to allow for its implementation.
Use of instructional technology	<p>The following web-based programs are utilized at Riverview Middle School:</p> <ul style="list-style-type: none"> • Stanford Math • Reading Plus • Stanford Language Arts and Writing • Discovery Education <p>Teachers have access to software and internet programs offered by Glencoe. Riverview uses the limited amount of laptops, computers, and multi-media projectors available. A few teachers have access to eBeams and HoverCams. Although a majority of the teachers have access to some of the technologies listed, there is a huge need to update technology and provide training on effective implementation of technology in the classroom.</p>
Use of data analysis to inform and differentiate instruction	<p>Riverview Middle School teachers meet weekly in Professional Learning Communities to analyze and disaggregate data from the Discovery Formative Assessment and common assessment results. They identify the SPIs that were not mastered by the students. Data are compiled in a report and shared with the faculty and staff. The principal, assistant principal and facilitator review and monitor lesson plans and common assessments weekly. There is a need for the school to continue monitoring and effectively analyzing student assessments through vertical and horizontal team meetings. Updated printers are needed at each grade level to enable teachers to print additional copies of assessments for student tracking.</p>
Number of minutes scheduled for core academic subjects	<ul style="list-style-type: none"> • Math - 55 minutes x 180 days= 9,900 minutes • Reading/Language Arts - 55 minutes x 180 days=9,900 minutes • Science- 55 minutes x 180 days=9,900 minutes • Social Studies-55 minutes x 180 days= 9,900 minutes <p>Our projected day for 2013 - 2014 will be 90 minutes in each of the core subjects in grades 6 - 8.</p> <ul style="list-style-type: none"> • Reading/Language Arts – 90 minutes x 180 days=16,200 minutes • Math -90 minutes x 180 days=16,200 minutes • Science- 90 minutes x 180 days=16,200 minutes • Social Studies-90 minutes x 180 days= 16,200 minutes <p>Students will have the option of electing one of the following three per semester, for a total of 8,100 minutes per year:</p> <ul style="list-style-type: none"> • Fine Arts - 45 minutes x 90 days =4,050 minutes • Physical Education – 45 minutes x 90 days = 4,050 minutes

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	<ul style="list-style-type: none"> • Foreign Language – 45 minutes x 90 days = 4,050 minutes
7. Assessments	Provide a summary of existing status and current needs.
Use of formative, interim, and summative assessments to measure student progress	Discovery Learning Formative Assessments are used to assess students’ proficiency three times yearly. Folio writing is administered twice a year to help drive instruction for the TCAP Writing assessment. Stanford Math, Reading Plus, and grade-level common assessments provide data that guide teachers’ planning for instruction based on students’ individual needs. TCAP assessments are administered yearly as mandated by the state. There is a need to continue the use of these assessments for planning and guiding instruction. There is a need to continue data analysis to guide instruction and provide individualized instruction.
Timeline for reporting student progress to parents	Weekly classroom reports are sent home to parents notifying them of student’s academic progress. District progress reports are sent home quarterly. “Report to Families” and report cards are sent home at the end of each nine week reporting period. To ensure that student progress is received, reviewed and understood by our parents, it is suggested that parents pick up report cards on the official report card day.
8. Parent and Community Support	Provide a summary of existing status and current needs.
Social, health, and community services to students and families	The school nurse, Speech Therapist, and mental health services are provided by the LEA. Hearing and vision screenings are provided by Colonial Speech and Hearing Center. Well Child, Inc., provides health screenings for eligible students. Christ Missionary Baptist Church and Martin Temple provide school supplies and incentives. The Church members also volunteer their services for events and activities associated with the school and community. There is a need for a parent counselor to provide training to parents on how to become actively involved in their children’s education.
Parent support to students and school	Riverview Middle School’s Site Based Decision Making Counsel meets three times during the school year to discuss issues relating to the education of the students at Riverview Middle School. Personnel and other interested stakeholders provide uniforms and school supplies. An Annual Title I meeting is held twice a year to share Title I information, assessment data, and update the school improvement plan. The district provides support and training from the Office of Parent and Community Engagement. There is a dire need to increase parental support at Riverview Middle School.

2. School Improvement Plan

Attach an electronic copy of the school’s comprehensive plan for school improvement that will be implemented in conjunction with the Turnaround Model. (Label as Attachment *School Name* School Improvement Plan)

You may use the “streamlined” improvement plan developed in Fall 2011, “Revised Tennessee School and District Improvement Planning” document or one of your choosing.

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Turnaround Model

School Name: Riverview Middle School	Tier: Priority School
<p>Rationale for selection of intervention model: Explain how the LEA will use the turnaround intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.</p> <p>The turnaround model was selected to address the social and emotional needs of this middle school. The needs of the student body require complex solutions to scheduling, support, and resource allocation. The turnaround model will provide for community-oriented services that will promote and support the social needs of the students and their families. Additionally, the model will help secure the appropriate staff to provide intense academic support as well as secure an instructional leader capable of facilitating the sustained changes required under the turnaround model. Only those teachers with TEM scores of 3 or higher will be allowed to reapply. The provision for increased learning time will give teachers ample time to address academic challenges based on individual student needs. Furthermore, the robust model will help the school address downward trends in enrollment and attendance, upward trends in SPED, and continuing low rates of proficiency despite growth in both math and R/LA in 2012-13.</p> <p>The research based strategies, best practices, and interventions included in the professional development and action plans will allow Riverview Middle School to create a stable and positive learning environment with a culture of high expectations. The intensive teacher support through professional development, coaching, and mentoring and the increased opportunities for teacher leadership will help to develop a unified staff and aid with teacher retention. The model will ensure the continuous use of data to inform and differentiate instruction through the implementation of research based practices. The increased learning time will allow us to address individual student needs, increase rigor, and provide more time for enrichment.</p>	
<p>If the LEA has begun in whole or in part a turnaround intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the turnaround requirements. Cite evidence of the impact of the model on the school to date. TVAAS and TEM are currently in place. Current TVAAS data indicate that three teachers for whom TVAAS is available are Level I and thus will not be eligible for rehiring. The school team developing this application have met with the district's iZone office to become familiar with the district's established practices for schools following the Turnaround Model.</p>	
<p>Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup.</p> <p>Ambitious annual goals were set for Reading/Language Arts (R/LA) on State assessments. These goals exceed the AMOs and targets set by the state of Tennessee. Goals were established by setting a five-year goal of at least 50% proficiency for All Students by the Year 2017-18 and an annual decrease by at least 12% of non-proficiency. Subgroups where a gap closure need has been identified are also shown below. For these subgroups the annual decrease in non-proficiency may be greater than 12%. In some cases, these subgroups are very small.</p> <p>SY 2013:</p> <p>20.6% of All Students will be proficient in R/LA.</p> <p>14.0% of Limited English Proficiency Students will be proficient in R/LA.</p>	

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SY 2014:

30.1% of All Students will be proficient in R/LA.

26.0% of Limited English Proficiency Students will be proficient in R/LA.

SY 2015:

38.5% of All Students will be proficient in R/LA.

36.4% of Limited English Proficiency Students will be proficient in R/LA.

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for **SY 2011 only** (to be updated annually upon renewal of the grant)

September 2013

At Riverview Middle School, we will take baseline data on every test taker using the Discovery Formative Assessment Test A.

- Riverview Middle School will have at least 16% of the every test taker scoring proficient on Discovery Formative Assessment Test A in grades 6 - 8.
- The percent of African American Students scoring proficient on the Discovery Formative Assessments A will increase by 10% from the Discovery Formative Assessment A in 2012 – 2013.
- The percent of Economically Disadvantaged Students scoring proficient on the Discovery Formative Assessments A will increase by 10% from the Discovery Formative Assessment A in 2012 – 2013.
- The percent of Students with Disabilities scoring proficient on the Discovery Formative Assessments A will increase by 10% from the Discovery Formative Assessment A in 2012 – 2013.
- The percent of Limited English Proficiency Students scoring proficient on the Discovery Formative Assessments A will increase by 10% from the Discovery Formative Assessment A in 2012 – 2013.
- All students in need of intervention based on 2013 TCAP proficiency levels will be identified and placed in Tier II and Tier III intervention programs.

Every test taker will take weekly Common Assessments

- All students will score 75% or above on common assessments in grades 6 – 8.
- African American students will score 75% or above on the common assessments.
- Economically Disadvantage students will score 75% or above on the common assessments.
- Students with Disabilities will score 75% or above on the common assessments.
- Limited English Proficiency Students will score 75% or above on the common assessments.

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At Riverview Middle School, we will take baseline data on every test taker using the Discovery Formative Assessment Test B.

- The percent of African American Students scoring proficient on the Discovery Formative Assessment B will increase by 10% from the Discovery Formative Assessment B in 2012 – 2013.
- The percent of Economically Disadvantaged Students scoring proficient on the Discovery Formative Assessment B will increase by 10% from the Discovery Formative Assessment B in 2012 – 2013.
- The percent of Students with Disabilities scoring proficient on the Discovery Formative Assessment B will increase by 10% from the Discovery Formative Assessment B in 2012 – 2013.
- The percent of Limited English Proficiency Students scoring proficient on the Discovery Formative Assessment B will increase by 10% from the Discovery Formative Assessment B in 2012 – 2013.

Every test taker will take weekly Common Assessments

- All students will score 75% or above on common assessments in grades 6 – 8.
- African American students will score 75% or above on the common assessments.
- Economically Disadvantage students will score 75% or above on the common assessments.
- Students with Disabilities will score 75% or above on the common assessments.
- Limited English Proficiency Students will score 75% or above on the common assessments.

March 2014

At Riverview Middle School, we will take baseline data on every test taker using the Discovery Formative Assessment Test C.

- The percent of African American Students scoring proficient on the Discovery Formative Assessment C will increase by 10% from the Discovery Formative Assessment C in 2012 – 2013.
- The percent of Economically Disadvantaged Students scoring proficient on the Discovery Formative Assessment C will increase by 10% from the Discovery Formative Assessment C in 2012 – 2013.
- The percent of Students with Disabilities scoring proficient on the Discovery Formative Assessment C will increase by 10% from the Discovery Formative Assessment C in 2012 – 2013.
- The percent of Limited English Proficiency Students scoring proficient on the Discovery Formative Assessment B will increase by 10% from the Discovery Formative Assessment B in 2012 – 2013.

Every test taker will take weekly Common Assessments

- All students will score 75% or above on common assessments in grades 6 – 8.
- African American students will score 75% or above on the common assessments.

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- Economically Disadvantage students will score 75% or above on the common assessments.
- Students with Disabilities will score 75% or above on the common assessments.
- Limited English Proficiency Students will score 75% or above on the common assessments.

May 2014

- Riverview Middle School will increase the proficiency rate of every test taker scoring proficient on the Tennessee Comprehensive Assessment Program in grades 7-8 to at least 31%.
- Riverview Middle School will increase the proficiency rate of African American students scoring proficient on the Tennessee Comprehensive Assessment Program to at least 31%.
- Riverview Middle School will increase the proficiency rate of Economically Disadvantaged students scoring proficient on the Tennessee Comprehensive Assessment Program to at least 31%.
- Riverview Middle School will increase the proficiency rate of Students with Disabilities scoring proficient on the Tennessee Comprehensive Assessment Program to at least 31%.
- Riverview Middle School will increase the proficiency rate of Limited English Proficiency Students scoring proficient on the Tennessee Comprehensive Assessment Program to at least 26%.

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

Ambitious annual goals were set for Math on State assessments. These goals exceed the AMOs and targets set by the state of Tennessee. Goals were established by setting a five-year goal of at least 50% proficiency for All Students by the Year 2016-17 and an annual decrease by at least 12% of non-proficiency. Subgroups where a gap closure need has been identified are also shown below. For these subgroups the annual decrease in non-proficiency may be greater than 12%. In some cases, these subgroups are very small.

SY 2013:

23.3% of All Students will be proficient in Math.

23.3% of Economically Disadvantaged Students will be proficient in Math.

14.0% of Limited English Proficiency Students will be proficient in Math.

SY 2014:

32.5% of All Students will be proficient in Math.

32.5% of Economically Disadvantaged Students will be proficient in Math.

26.0% of Limited English Proficiency Students will be proficient in Math.

SY 2015:

40.6% of All Students will be proficient in Math.

40.6% of Economically Disadvantaged Students will be proficient in Math.

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36.4% of Limited English Proficiency Students will be proficient in Math.

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant).

September 2013

At Riverview Middle School, we will take baseline data on every test taker using the Discovery Formative Assessment Test A.

- Riverview Middle School will have at least 23% of the every test taker demographic scoring proficient on Discovery Formative Assessment Test A in grades 6 - 8.
- The percent of African American Students scoring proficient on the Discovery Formative Assessment A will increase by 10% from the Discovery Formative Assessment A in 2012 – 2013.
- The percent of Economically Disadvantaged Students scoring proficient on the Discovery Formative Assessment A will increase by 10% from the Discovery Formative Assessment A in 2012 – 2013.
- The percent of Students with Disabilities scoring proficient on the Discovery Formative Assessment A will increase by 10% from the Discovery Formative Assessment A in 2012 – 2013.
- The percent of Limited English Proficiency Students scoring proficient on the Discovery Formative Assessment A will increase by 10% from the Discovery Formative Assessment A in 2012 – 2013.
- All students in need of intervention based on 2013 TCAP proficiency levels will be identified and placed in Tier II and Tier III intervention programs.

Every test taker will take weekly Common Assessments

- All students will score 75% or above on common assessments in grades 6 – 8.
- African American students will score 75% or above on the common assessments.
- Economically Disadvantage students will score 75% or above on the common assessments.
- Students with Disabilities will score 75% or above on the common assessments.
- Limited English Proficiency Students will score 75% or above on the common assessments.

November 2013

At Riverview Middle School, we will take baseline data on every test taker using the Discovery Formative Assessment Test B.

- The percent of African American Students scoring proficient on the Discovery Formative Assessment B will increase by 10% from the Discovery Formative Assessment B in 2012 – 2013.
- The percent of Economically Disadvantaged Students scoring proficient on the Discovery Formative Assessment B will increase by 10% from the Discovery

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Formative Assessment B in 2012 – 2013.

- The percent of Students with Disabilities scoring proficient on the Discovery Formative Assessment B will increase by 10% from the Discovery Formative Assessment B in 2012 – 2013.
- The percent of Limited English Proficiency Students scoring proficient on the Discovery Formative Assessment B will increase by 10% from the Discovery Formative Assessment B in 2012 – 2013.

Every test taker will take weekly Common Assessments

- All students will score 75% or above on common assessments in grades 6 – 8.
- African American students will score 75% or above on the common assessments.
- Economically Disadvantage students will score 75% or above on the common assessments.
- Students with Disabilities will score 75% or above on the common assessments.
- Limited English Proficiency Students will score 75% or above on the common assessments.

March 2014

At Riverview Middle School, we will take baseline data on every test taker using the Discovery Formative Assessment Test C.

- The percent of African American Students scoring proficient on the Discovery Formative Assessment C will increase by 10% from the Discovery Formative Assessment C in 2012 – 2013.
- The percent of Economically Disadvantaged Students scoring proficient on the Discovery Formative Assessment C will increase by 10% from the Discovery Formative Assessment C in 2012 – 2013.
- The percent of Students with Disabilities scoring proficient on the Discovery Formative Assessment C will increase by 10% from the Discovery Formative Assessment C in 2012 – 2013.
- The percent of Limited English Proficiency Students scoring proficient on the Discovery Formative Assessment C will increase by 10% from the Discovery Formative Assessment C in 2012 – 2013.

Every test taker will take weekly Common Assessments

- All students will score 75% or above on common assessments in grades 6 – 8.
- African American students will score 75% or above on the common assessments.
- Economically Disadvantage students will score 75% or above on the common assessments.
- Students with Disabilities will score 75% or above on the common assessments.
- Limited English Proficiency Students will score 75% or above on the common assessments.

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May 2014

- Riverview Middle School will increase the proficiency rate of every test taker scoring proficient on the Tennessee Comprehensive Assessment Program in grades 6 - 8 to at least 33%.
- Riverview Middle School will increase the proficiency rate of African American students scoring proficient on the Tennessee Comprehensive Assessment Program to at least 33%.
- Riverview Middle School will increase the proficiency rate of Economically Disadvantaged students scoring proficient on the Tennessee Comprehensive Assessment Program to at least 33%.
- Riverview Middle School will increase the proficiency rate of Students with Disabilities scoring proficient on the Tennessee Comprehensive Assessment Program to at least 33%.
- Riverview Middle School will increase the proficiency rate of Limited English Proficiency Students scoring proficient on the Tennessee Comprehensive Assessment Program to at least 26%.

Annual Goals for “other academic indicator,” high school graduation rate or attendance in middle and elementary schools.

SY 2013:

Riverview Middle School will meet or exceed the attendance rate of 95%.

SY 2014:

Riverview Middle School will meet or exceed the attendance rate of 95%.

SY 2013:

Riverview Middle School will meet or exceed the attendance rate of 95%.

Quarterly Milestone Goals for “other academic indicator” all students” group and for each subgroup for **SY 2013-14 only** (to be updated annually upon renewal of the grant)

September 2013

Riverview Middle School will meet or exceed the attendance rate of 95%.

November 2013

Riverview Middle School will meet or exceed the attendance rate of 95%.

March 2014

Riverview Middle School will meet or exceed the attendance rate of 95%.

May 2014

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Riverview Middle School will meet or exceed the attendance rate of 95%.

Appendix E

Name of School: Riverview Middle School			
Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
Requirements for the Turnaround Model (LEA <u>must</u> implement actions 1-9.)			
1a. Replace the principal 1b. Grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The iZone Director and a team of District Level Administrators will interview candidates and select a principal based on the unique competencies for turning around low achieving schools. The school will provide increased learning time through an extra hour each day (8:00 a.m. to 4:00 p.m.). The school will be given autonomy to utilize funding sources in accordance with the approved SIG, Title 1, and Site-Based funds to meet the specific needs of the school in implementing a comprehensive approach to student achievement.	Spring 2013 (finalization of this step is awaiting approval of the recommended candidate by the Superintendents) August 2013 – May 2014 July 2013 – June 2014	iZone Director Principal
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students (A) Screen all existing staff and rehire	The Teacher Effectiveness Measure (TEM) evaluation system will be used to measure the effectiveness of staff who works within the turnaround environment. Multiple measures will be used: growth in student learning (35%); observation of teachers' practice	Spring 2013	iZone Director; Principal

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Name of School: Riverview Middle School			
Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
no more than 50 percent; and (B) Select new staff	(45%); other student measure (15%); and student perceptions (5%). All staff members will reapply for existing positions, and no more than 50 percent will be rehired. The principal with the support of the iZone Director will select the new staff.		
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school	Signing bonuses will be paid at the end of the first semester and the end of the school year for all new hires who are certificated staff. <ul style="list-style-type: none"> • Principal - \$4,000 total • Assistant Principal - \$3,000 total • Teacher - \$1,000 total Information will also be shared about performance bonuses payable in 2014-15 based on attainment of 2013-14 performance targets. Targets will be reflective of the assurances of the district grant application. <ul style="list-style-type: none"> • Principal - \$6,000 • Assistant Principal - \$4,000 	July 2013 – June 2014	iZone Director; Principal

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	<ul style="list-style-type: none"> Teacher - \$3,000 <p>Employees will be informed that they must work at least 180 days in order to qualify for the maximum performance and recruitment based awards.</p>		
4. Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	<p>The three levels of one-on-one coaching which form the foundation of the merged district's tiered professional development model include school-based Learning Coaches; school-based Master Teachers (50% release time); and the district-based Performance Improvement Team or PIT Crew. Learning Coaches will serve as the primary coaching support to low-performing and new teachers. Master Teachers will oversee and support the activities of the Learning Coaches as well as support the principal and administrators in conducting teacher evaluations. Finally, as a centrally-based staff, the PIT Crew will direct and align the work of the Master Teachers, subject to principal approval, and design and conduct trainings for large groups of teachers on specific topics affecting a broad group. The focus of the coaching efforts will be differentiated based on the</p>	April 2013 – June 2014	Professional Development (Laura Link); Principal; iZone Director

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Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
	<p>need of the teacher, with careful attention paid to those teachers with the potential to become effective or highly effective.</p> <p>All teachers will continue to have informal observations, known as weekly drop-ins, made by principal, assistant principal, and instructional facilitator to ensure immediate feedback on classroom instruction and management.</p> <p>Additionally, the iZone office will send representatives to come and observe the school-wide implementation of a rigorous and aligned curriculum.</p> <p>Weekly and Formative Assessment Data and Analysis will provide monitoring and feedback on the effectiveness of the teaching strategies. This will allow for adjustments to teaching strategies to increase student performance.</p> <p>Budget items related to professional development will cover stipends for five additional days of professional development for certificated staff and up to 15 days of</p>		

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Name of School: Riverview Middle School			
Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
	<p>substitutes. Riverview Middle School will employ job-embedded strategies that inform instructional practices and enhance teachers' expertise based on needs as indicated from teacher surveys, self-assessment and administrative evaluations. Professional Learning Teams will be utilized to encourage the use of effective learning strategies through research-based practices for:</p> <ul style="list-style-type: none"> • Differentiated Instruction • Algebra Readiness • Data Analysis • Building a school /community wide climate and culture • Marzano's Highly Engaged Classroom • Brain-based research professional development / ASCD • Teaching Children of Poverty • Technology training for Smart boards, CPS Units, and Hoover Cams • Team Building • Data Analysis Training/Common Core Planning 	August 2013 – May 2016 (Bi-Weekly)	Principal, Asst. Principal, Instructional Facilitator, iZone Office

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Name of School: Riverview Middle School			
Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
	<ul style="list-style-type: none"> • New Teacher/Mentor Orientation 		
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	Riverview Middle School will exist under a newly adopted IZone governance structure. The school will report directly to the IZone Director.	Spring 2013 – June 2014	iZone Director
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards	<p>Inclusion practices will continue to be implemented in grades 6 – 8 for Reading and Language Arts, Math, and Science with more training provided to teachers.</p> <p>Vertical and horizontal teams will meet to analyze data from summative and formative assessments to determine where there are gaps in the scaffolding of the students’ performance.</p>	<p>August 2013 – May 2016 Daily</p> <p>August 2013 – May 2016</p>	Principal, Asst. Principal, Instructional Facilitator, Instructional Resource Teachers, Subject Teachers
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the	<p>Students will take weekly cumulative assessments to monitor growth on current standards and track retention of previously taught standards.</p> <p>Formative Assessments will be administered 3 times</p>	August 2013 – May 2014 (Weekly)	Principal, Asst. Principal, Instructional Facilitator, and all Core Subject Teachers

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Name of School: Riverview Middle School			
Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
academic needs of individual students	per year and Folio Writing Assessments will be given twice a year. Item analysis will be used to assess skills mastered and group students according to their needs. Teachers will use this information to differentiate instruction.	September 2013 November 2013 February 2014 September 2013 November 2013 February 2014	Research, Evaluation, Assessment, & Student Learning Principal, Asst. Principal, Instructional Facilitator, & Core Content Teachers
8. Establish schedules and implement strategies that provide increased learning time as defined in the SIG final requirements.	An additional hour will be added to the regular school day. This will provide for ninety– minute blocks of instruction in all content areas. This additional hour will encompass opportunities for individualized intervention through small group instruction, tutoring, Study Island, and EPGY Stanford Math. Riverview Middle School will provide enrichment opportunities to all students in a variety of formats. Students will be able to engage in online coursework, National Junior Honor Society, Fine Arts, Foreign Language, Creative Writing, and Environmental Studies. An additional opportunity for enrichment, outside of	August 2013 – May 2016 (Daily)	Principal, Asst. Principal, Instructional Facilitator, All Teachers

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Name of School: Riverview Middle School

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Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
	<p>the extended learning day, will occur at the Enrichment Academy on Saturdays.</p> <p>Along with extended day, extended year will allow staff the opportunity for professional development and horizontal and vertical planning, and time for common planning.</p>		
9. Provide appropriate social-emotional and community-oriented services and supports for students.	<p>Family Math, Science, and Curriculum Nights will be provided to train parents on how to help their children with homework and test – taking strategies.</p> <p>School Counselor will conduct monthly social and emotional development training for teachers.</p> <p>School Counselor will conduct parent and community training sessions.</p>	<p>September 2013 November 2013 January 2014</p> <p>August 2013 – May 2016 (Monthly)</p> <p>August 2013 – May 2016 (Monthly)</p>	<p>Principal, Asst. Principal, Instructional Facilitator, Core Content Teachers</p> <p>School Counselor</p> <p>All Teachers & School Counselor</p>

Pre-Implementation Activities:

Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2013-2014 school year. To help in its preparation, an LEA may use federal FY 2011 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on

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having a fully approvable application consistent with SIG final requirements.

To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2011 SIG funds.

Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.

Activity Categories with Sample Activities:

Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

Riverview Middle School

2012 – 2013

***Action Plan
Development***

GOAL 1 – Action Plan Development (Math)

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: March 8, 2013

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	<ul style="list-style-type: none"> Riverview Middle will increase the percentage of students in all sub-groups in 6th-8th grade. SY 2013/2014, 32.5% of All Students will be proficient in Math. 32.5% of Economically Disadvantaged Students will be proficient in Math. 26.0% of Limited English Proficiency Students will be proficient in Math.
Which need(s) does this Goal address?	Riverview Middle students are performing below proficiency targets set by the state in mathematics.
How is this Goal linked to the system's Five-Year Plan?	Student Achievement

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step #1	Teachers will continually reflect on present practices and honestly self-assess to determine types of Professional Development needed in order to perfect growth in self and students.	9/2013 To 5/2014	Principal Math Teachers Instructional Resource Teachers CDC Teachers Instructional Facilitator	Individual PD Binders Copies of the TEM	Title I Budget (\$500) Used to purchase binders, copy paper and ink	Classroom Observation Reports (Informal) Teacher evaluations (formal) Communication between Principal and teachers Communication between Instructional Facilitator and teachers AVATAR Reports Professional Development Logs Professional development needs assessment surveys	Increase in teachers' capacity in the areas of Classroom Management, Instructional & Assessment Strategies, Data Analysis, and Mathematics State Performance indicators (SPIs).
Action Step #2	Increase the use of the Stanford Math program in all math classes and in both computer labs.	9/2013 To 5/2014	Math Teachers in all grade levels Instructional Resource Teachers CDC Teachers Instructional Facilitator	Computers	Title I Budget (\$28,000) Used to purchase more computers for classrooms and computer lab	Stanford Math Reports Computer Lab Schedules/Usage Log Teacher assessments Discovery Formative Assessments	Each student spending 90 min/wk. on program. Increased math performance.

Action Step #3	Conduct data analysis sessions on the results of weekly classroom tests/quizzes and Discovery formative assessments.	9/2013 To 5/2014	Principal Asst Principal Math Teachers Instructional Resource Teachers CDC/Resource Teachers Instructional Facilitator	Text – “Data Analysis for Continual School Improvement” Classroom Assessments Formative Assessments Computers Data analysis spreadsheet Data Notebooks	Title I Budget (\$500) Used to purchase copy paper and ink Updated printers SIG (\$8,000)	Classroom Assessment Data Formative Assessment Data Meeting Agendas Sign-In Sheets Lesson Plans	Increase in student performance on classroom and formative assessments
Action Step #4	Increase the rigor and relevance of learning in all math classrooms by integrating project-based, problem-based, and hands-on learning into math classrooms using Mastering the TCAP, Algebra, and Common Core Workbooks.	9/2013 To 05/2014	Math Teachers Instructional Resource Teachers CDC Teachers Instructional Facilitator	Project Materials Computers Flash drives	Title I Budget (\$2,500) Used to purchase math manipulatives SIG (\$1,300)	Lesson Plans Student Products/ Projects Project Rubrics	Students articulate their learning through verbal (interviews/presentations) and written (essays/reports) expression
Action Step #5	Maintain inclusion practices for Students With Disabilities population. Teacher can use various quizzes from a variety of websites (using same skills and SPI's), as well as teacher created tests students and SPED students can take on the computer.	9/2013 To 5/2014	Math Teachers Instructional Resource Teachers CDC Teachers	List of students receiving accommodations Students' IEPs Ed Plan/ EXCEL Reports	\$0.00	Instructional Resource Teachers' Schedules Samples of modified lessons	At least 90% of SWD will perform at proficient or advanced on the TCAP and/or /MAAS TCAP assessment in Math.
Action Step #6	Increase the use of Discovery Streaming as an instructional resource for classroom instructional strategies and weekly assessments. This usually helps to maintain student focus, which leads to less disruption from SPED students during	9/2013 To 5/2014	Math Teachers Instructional Facilitator	Computers Discovery Streaming program Scantron answer	Title I Budget (\$500) Used to purchase copy paper and ink	Review lesson plans Review daily end of lesson/weekly assessments	Increased student achievement in math

	instructional time. Increase the use of teacher-created test incorporating the Academic Vocabulary and SPI/s targeted by the State of Tennessee			sheets			
Action Step #7	Implement Math –Algebra Readiness Calendars in all Homeroom classes. Teachers will use 10 minutes during Homeroom to teach Algebra Readiness.	9/2013 To May 2014	Math Teachers Instructional Facilitator	Calendar Math Kits Dry erase markers	SIG (\$4,000) Used to purchase Algebra Readiness Kits, Dry Erase Markers, & Dry Erase Boards	Daily Reviews Assessments Closure	Increase student achievement in math
Action Step #8	Team Building Retreat	7/2013 To 8/2013	All faculty and staff	Pre-In-service	SIG (\$8,000)	Climate and Culture surveys, fall and spring	Increase student achievement in math
Action Step #9	Algebra Readiness Training	9/2013 To May 2014	Principal Assistant Principal Instructional Facilitator Algebra Readiness Rep	Applicable Teachers and Administrative Staff	SIG (\$1,500)	Follow-up on a monthly basis	Increase student achievement in math
Action Step #10	Building School/Community-Wide Climate and Culture Retreat	7/2013 To 8/2013	Principal Assistant Principal Instructional Facilitator	Applicable Teachers and Administrative Staff	SIG (\$800)	Follow up by viewing data weekly	Increase student achievement in math
Action Step #11	Data Analysis and Tracking	7/2013 To May 2014	Principal Assistant Principal Instructional Facilitator	Applicable Teachers and Administrative Staff	\$0.00	Data Days (September, November, February, April) All Teachers	Increase student achievement in math
Action Step #12	Instructional Strategies/Differentiation Methods	8/2013 To May 2014	All faculty and staff		\$0.00		Increase student achievement in math
Action Step #13	Classroom Management Professional Development for New Teachers and Teachers with excessive student behavior issues	8/2013 To May 2014	Principal Assistant Principal Instructional Facilitator	Applicable Teachers and Administrative Staff	\$0.00	Follow-up in weekly PLC meetings	Increase student achievement in math

Action Step # 14	Framework for Understanding Poverty” Book Study	9/2013 To May 2014	Principal Assistant Principal Instructional Facilitator	Applicable Teachers and Administrative Staff	SIG (\$700)	Follow-up on a monthly basis	Increase student achievement in math
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GOAL 2 – Action Plan Development (R/LA)

Template 4.1 – (Rubric Indicator 4.1)		Revised DATE: <u>March 8, 2013</u>					
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal	<ul style="list-style-type: none"> Riverview Middle will increase the percentage of students in all sub-groups in 6th-8th grade. SY 2013/2014: 30.1% of All Students will be proficient in R/LA. 26.0% of Limited English Proficiency Students will be proficient in R/LA.. 						
Which need(s) does this Goal address?	Riverview Middle students are performing below proficiency targets set by the state in Reading/Language Arts.						
How is this Goal linked to the system's Five-Year Plan?	Student Achievement						
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)		IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step #1	Teachers will continually reflect on present practices and honestly self-assess to determine types of Professional Development needed in order to perfect growth in self and students.	8/2013 To 5/2014	Principal RLA Teachers Instructional Resource Teachers CDC Teachers Instructional Facilitator	Individual PD Binders TEM AVATAR Institute for Middle Level Leadership	Title I Budget (\$10,000)	Classroom Observation Reports (Informal) Teacher evaluations (formal) Communication between Principal and teachers Communication between Instructional Facilitator and teachers AVATAR Reports Professional Development Logs Professional development needs assessment surveys	Increase in teachers' capacity in the areas of Classroom Management, Instructional & Assessment Strategies, Data Analysis, and Reading/Language Arts State Performance Indicators (SPIs).
Action Step #2	Increase the use of the TCAP Coach Common Core (Reading/Language Arts) books and Mastering the TCAP workbooks into weekly lesson plans	8/2013 To 5/2014	RLA Teachers IR Teachers Instructional Facilitator	Reading/ Language Arts TCAP Coach Books	Title I Budget (\$4,500) Used to purchase TCAP Coach Common Core Books SIG (\$800)	Review lesson plans Conduct classroom observations Analyze student performance on classroom and formative assessments	Increased student performance in Reading/Language Arts.

Action Step #3	Increase the use of Discovery Streaming as an instructional resource for classroom instructional strategies and weekly assessments	8/2013 To 5/2014	RLA Teachers Instructional Facilitator	Computers Discovery Streaming program Scantron answer sheets	Title I Budget (\$500) Used to purchase Scantron sheets and ink	Review lesson plans Review daily end of lesson/weekly assessments	Increased student achievement in Reading/Language Arts
Action Step #4	Increase the rigor and relevance of Reading/Language Arts instruction by integrating project-based, problem-based, higher level thinking and hands-on learning into each Reading/Language Arts classroom.	9/2013 To 5/2014	RLA Teachers Instructional Resource Teachers CDC Teachers Instructional Facilitator TN Academic Specialist	Project Materials	Title I Budget (\$3,500 – materials; \$63,000 Instructional Facility salary)	Review Lesson Plans Evaluate Student Products/Projects Review Project Rubrics	Students articulate their learning through verbal (interviews/presentations) and written (essays/reports) expression. Increased student performance in RLA
Action Step #5	Integrate a specific reading skill each week in reading/language arts, social studies, science, and math classrooms.	10/2013 To 5/2014	Principal Asst Principal All Teachers Instructional Facilitator	Schedule of reading skills to be covered Text “Do I Really Have to Teach Reading”	\$0.00	Review Lesson Plans Conduct Classroom Observations	Increase in student performance on SPI's related to Reading
Action Step #6	Maintain inclusion practices for SWD population.	9/2013 To 5/2014	RLA Teachers Instructional Resource Teachers CDC Teachers	Text – “The Teacher's Guide to Inclusive Education” – 750 Strategies for Success! List of students receiving accommodations (Published and distributed bi-weekly)	\$0.00	Instructional Resource Teachers' Schedules	At least 90% of SWD will perform at proficient or advanced on the TCAP assessment in RLA
Action Step	Integrate more creative writing	9/2013	Principal	Functioning	Title I Budget	Review Lesson Plans	Increase in students'

#7	activities in each classroom with math prompts.	To 5/2014	All Teachers Instructional Facilitator	Computers Paper Pencils Pens	(\$500) Used to purchase copy paper, colored pens and pencils	Conduct Classroom Observations Review of Student writing samples	writing abilities (sentence structure, grammar & punctuation)
Action Step #8	Increase the use of differentiated instruction using ACHIEVE 3000 (role play, etc.), learning centers, and small group instruction in Reading/Language Arts classrooms	8/2013 To 5/2014	RLA Teachers Instructional Resource Teachers Instructional Facilitator	Materials for learning center activities RTI training modules	Title I Budget (\$1,500) Used to purchase materials for learning centers SIG (\$10,000)	Lesson Plans Classroom observations Student work samples	Increase in student performance on classroom and formative assessments
Action Step #9	Teacher will be responsible for conducting small groups during intervention times.	8/2013 To 5/2014	Principal RLA Teachers Instructional Resource Teachers CDC Teachers Instructional Facilitator	Part-Time Teacher - retired	 SIG (\$27,600) Salary with Benefits	Intervention materials for tutorial sessions	Increase student achievement among all sub-groups
Action Step #10	Extend School day by one hour for enrichment and intervention in reading and math	8/2013 To 5/2014	Instructional Resource Teachers Instructional Facilitator	Salaries for extending school day by one hour	\$140,325.00 SIG Salaries \$6,761 SIG Buses	Lesson Plans Classroom materials Technology	Increase student achievement where deficits are applicable
Action Step #11	Signing/Retention, Bonuses for eligible personnel	8/2013 To 5/2014	Instructional Resource Teachers Instructional Facilitator		\$29,133		Increase student achievement where deficits are applicable
Action Step # 12	Five days of professional development prior to the start of school	8/2013 To 5/2014	Twenty teachers of all students	Certificated teachers	\$11,653		Increase student achievement where deficits are applicable
Action Step #13	Substitutes-for PLC 's and shadowing of master teachers for: Differentiated Instruction	8/2013 To 5/2014	Instructional Resource Teachers Instructional Facilitator	Substitute teachers for 40 days	\$4,306	Lesson Plans Classroom Observations and Walkthroughs	Increase student achievement where deficits are applicable
Action Step	Saturday Academics for	8/2013	Instructional	Twenty	\$8,516	Lesson Plans	Increase student

#14	intervention and enrichment using Study Island	To 5/2014	Resource Teachers Instructional Facilitator	Saturdays @ Four Hours for Two Teachers	SIG Salaries \$3,100 SIG	Materials for tutorial sessions Classroom Supplies	achievement where deficits are applicable
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GOAL 3 – Action Plan Development (Science)

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE: March 8, 2013

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	Riverview Middle will increase the percentage of students in all sub-groups in 6th – 8th grade for AMO data in Science from 19.6% in 2011-2012 to 21% in 2012 – 2013 on the 2013 TCAP Assessment.
Which need(s) does this Goal address?	Riverview Middle students are performing below proficiency targets set by the state in Science.
How is this Goal linked to the system's Five-Year Plan?	Student Achievement

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

<p>Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</p>		<p>Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)</p>					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step #1	Teachers will continually reflect on present practices and honestly assess oneself to determine types of Professional Development needed in order to perfect growth in self and students.	9/2012 To 5/2014	Principal Science Teachers Instructional Resource Teachers CDC Teachers Instructional Facilitator	Individual PD Binders TEM	\$0.00	Classroom Observation Reports (Informal) Teacher evaluations (formal) Classroom observation videos Communication between Principal and teachers Communication between Instructional Facilitator and teachers	Increase in teachers' capacity in the areas of Classroom Management, Instructional & Assessment Strategies, and Data Analysis.
Action Step #2	Create tracking reports and provide after-school tutoring for students in performing below proficiency in science.	9/2012 To 5/2014	Science Teachers Instructional Facilitator	Science TCAP Coach Books Tennessee Ready Practice Workbooks Science Laboratory Equipment	\$250.00 Source: Title I Budget Used for purchasing ink and copy paper	Tutoring attendance records Student performance on science assessments (classroom and formative)	Increase in the performance of students in science.
Action Step #3	Students can perform more science experiments using common everyday house agents.	9/2012 To 5/2013	Science Teachers Instructional	Project Materials	\$500.00 Title I Budget	Review Lesson Plans Evaluate Student	Students articulate their learning through verbal (interviews/

			Facilitator		Used to purchase project materials	Products/Projects Review Project Rubrics	presentations) ,written (essays/reports) expression, and hands-on (projects) learning. Increased student performance in Science.
Action Step #4	Increase the use of Discovery Streaming as an instructional resource for classroom instructional strategies and weekly assessments	8/2012 To 5/2014	Science Teachers Instructional Facilitator	Computers Discovery Streaming program Scantron answer sheets	\$500 Title I Budget Used to purchase Scantron sheets and ink	Review lesson plans Review daily end of lesson/weekly assessments	Increased student achievement in Science.
Action Step #5	Increase the rigor and relevance of Science instruction by integrating project-based, problem-based, higher level thinking and hands-on learning into each Science classroom and Science Lab.	9/2012 To 5/2014	Science Teachers Instructional Resource Teachers CDC Teachers Instructional Facilitator	Project Materials	\$3,500.00 Source: Title I Budget \$63,000 Instructional Facilitator Salary Source: Title I Budget \$5,000 SIG	Review Lesson Plans Evaluate Student Products/Projects Review Project Rubrics	Students articulate their learning through verbal (interviews/ presentations) ,written (essays/reports) expression, and hands-on (projects) learning. Increased student performance in Science.

GOAL 4 – Action Plan Development (Attendance)

Template 4.1 – (Rubric Indicator 4.1)		Revised DATE: <u>March 8, 2013</u>					
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal		Achieve at least a 95% attendance rate for our student population.					
Which need(s) does this Goal address?		Student attendance wanes during the colder months.					
How is this Goal linked to the system's Five-Year Plan?		Student Achievement					
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)		IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step #1	Contact parents via Parentlink daily to inform them of student absences.	September 2012 To May 2014	Principal Assistant Principal SMS secretary	Parentlink system	\$0.00	Evaluate homeroom and school-wide attendance	At least 95 percent of students will attend school 171 days of the 180 day school year.
Action Step #2	Reward students by allowing them to collect principal bucks that can be utilized at the bookstore and the concession stand for perfect attendance monthly	September 2012 To May 2014	Principal Assistant Principal SMS secretary	Principal bucks, bookstore, concession stand	\$500.00 to be used for school supplies	Evaluate homeroom and school-wide attendance	At least 95 percent of students will attend school 171 days of the 180 day school year.
Action Step #3	Students will be rewarded every two weeks that the School-wide attendance data board reflects 95% or above.	September 2012 To May 2014	Principal Assistant Principal SMS secretary	Data board SMS attendance data	\$0.00	Evaluate homeroom and school-wide attendance	At least 95 percent of students will attend school 171 days of the 180 day school year.
Action Step #4	Students eat breakfast in the classroom.	October 2012 To May 2013	Principal Assistant Principal Teachers Cafeteria Staff	Breakfast foods, hand sanitizer, Wet wipes, trash cans	There is no additional cost to the students. Breakfast is provided through a grant.		Students are coming to school earlier. Late comers have a chance to eat. Students can eat extra breakfast until there is none.
Action Step #5	Utilize the services of the truancy officer to report students who are chronically absent or tardy	September 2012 To May 2014	Principal Assistant Principal SMS secretary Truancy Officer	SMS Attendance data	\$0.00	Evaluate homeroom and school-wide attendance	At least 95 percent of students will attend school 171 days of the 180 day school year.

GOAL 5 – Action Plan Development (Parental Involvement)

Template 4.1 – (Rubric Indicator 4.1)		Revised DATE: <u>March 8, 2013</u>					
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal		Establish an atmosphere of family and community engagement in which at least 50% of Riverview Parents/Family members and surrounding community members participate in school events, activities, and school-wide planning.					
Which need(s) does this Goal address?		There is low parental/community involvement in school activities and events.					
How is this Goal linked to the system's Five-Year Plan?		Parental Involvement					
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)		IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step #1	Increase involvement in the Parent Teacher Organization	September 2013 To May 2014	Principal Instructional Facilitator	Text – Roberts Rules of Order Binders Pens/Pencils Chart Paper	\$389.00 Source: Title I Budget	Meeting Agendas Minutes Action Plans	Increased participation in school events and activities (approx 160 parents at each event)
Action Step #2	Provide Monthly Parent Training Sessions on Memphis City School District Initiatives and programs	August 2013 To April 2014	Principal Team Coaches Instructional Facilitator	Binders Paper Pens Highlighters Refreshments	\$500.00 Title I	Meeting Agendas Minutes Action Plans	Increased participation in school events and activities
Action Step #3	Develop an internal environment that positively impacts school's climate and culture	September 2013 To May 2014	Principal Instructional Facilitator	Poster Making Machine	\$8,000 SIG	Parent and Teacher Surveys	Positive impact in climate and culture